



# **School Improvement Plan**

**2023-24**

**Selkirk High School**

# INTRODUCTION - School Improvement Planning 2023/24

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This document outlines our identified priorities for Session 2023/24, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2022/23. For more information on our performance, see our School Improvement Report 2022/23.

## Self-Evaluation Summary

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Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

<b>Strengths 2022-23</b>
<ul style="list-style-type: none"><li>• Professional Development: All staff 'Impact Stories' demonstrate (evidence-based) progress in key pedagogical areas eg feedback; all staff have engaged in our new SHS Coaching Model; SHS contributing as Apple Distinguished School/Digital School and SEIC Learning School.</li><li>• Curriculum: students gained qualifications in a range of new courses including our enriched Level 5 offer; increasing number of BGE students experience a bespoke curriculum including a range of interventions delivered by partners (Gold and Gray football, Community mentoring, Welding Courses, John Muir, Forest Schools etc . In line with our Curric rationale, all BGE and P7 students now have Achievement Journey (digital visual CV) celebrating Achievement in Knowledge, Skills and Values</li><li>• Attainment: strong performance in Higher/AH and S4 students achieving more L5 quals than ever before.</li><li>• Attendance: new approach embedded with early indications showing some improvements in key areas.</li></ul>

**Areas for Improvement 2023-24**

	<b>Short Term</b>	<b>Medium Term</b>	<b>Long Term</b>
<b>Learning, teaching and assessment</b> (incl. pedagogy, pathways and digital)	Engagement with Breakthrough Curriculum delivered through our SHS PL Impact Story structure	Developing whole School +Cluster Approach	Ready for 2024
<b>Inclusion</b> (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	Embedding SBC Positive Relationships Policy  Set attendance Targets for Identified Groups	Complete Nurture Principle 2 by end of Nov  Implement interventions for identified groups in line with targets	Complete Nurture Principle 5 by end of Jan  Establish impact of interventions and update approach accordingly

# Local authority priority: The #SBCway – a consistent BGE curriculum

QI	NIF Priority	SBC Framework	Intended outcome:			
2.2, 2.3, 3.2		LTA	To engage with, self-evaluate against and prepare to fully implement the #SBCWay in every school across the local authority. Engage and align!			
Process			Progress Tracker			
			St. lead and key people	Timescale (Date)	Measures of Success	Review Date
<b>1</b>	<p><b>The #SBCWay</b></p> <p>What we are going to do? 4 phases of engagement and alignment across Session 2023/24. ALL schools must engage with all 4 phases although the level of engagement can differ. This must be agreed at Cluster level. Phases: 1. Oracy</p> <p>By end of year all staff demonstrating consistent understanding of Oracy approach; by end of year, all students experiencing and benefitting from consistent whole School Oracy approach.</p> <p>2. Reading 3. Writing 4. Numeracy</p> <p>Each phase will require schools to:</p> <ul style="list-style-type: none"> <li>engage in evaluation of the new materials</li> <li>compare with existing pathways, assessments and programmes/structures</li> </ul>		<p>QIO</p> <p>Cluster Lead JB</p> <p>All HTs</p> <p>Literacy KM Numeracy SM</p> <p>All staff</p>	<p><b>Whole Authority via Teams&gt;</b> 2hrs per In-set days: 14<sup>th</sup> Aug October February May = 8hrs</p> <p><b>Agreed by Clusters for each sprint:</b> Minimum 2.5 hours (for bold activities)</p>	<p><b>To complete 4 engagements, each answering the reflective questions:</b> How do current practices align with new approach? How do current practices differ from new approach? What support is required to be ready to adopt new approach?</p> <p>Each engagement to comprise of:</p> <ul style="list-style-type: none"> <li>1 x cluster HT engagement day</li> <li>Minimum 2.5hrs school level engagement</li> </ul> <p>Additional ‘all-schools’ engagement at each In-set day</p> <p>KMcK to lead Faculty and whole Staff training.</p> <p>Self eval activities eg Faculty Support Weeks to focus on key features/5-a-day Pupil Voice</p>	Ongoing

<ul style="list-style-type: none"> <li>• <b>identify what are the key priorities for change at Cluster/School levels</b></li> <li>• Trial/experiment with an aspect of the new resource (if time)</li> </ul> <p><b>Reflect on learning, feedback etc for the phase and share with central lead team.</b></p> <p>Why we need to do it?</p> <ul style="list-style-type: none"> <li>• To achieve equity and equality of educational offer and experience no matter the learning setting a child/young person attends.</li> <li>• To support our staff to be able to know what to teach and how it can be effectively taught across Literacy, Numeracy and Health and Wellbeing in the BGE.</li> <li>• To achieve consistency across the local authority in terms of what and how children and young people learn.</li> </ul>		<p>= 10hrs WTA (min)</p> <p><b>Additional hours as decided per schools:</b> Time dedicated in PL Programme in addition to Insets.</p>		

# Priority 1: Learning, teaching and assessment (incl. pedagogy, pathways and digital)

<b>QI</b>	<b>NIF Priority</b>	<b>SBC Framework</b>	<b>Intended outcome:</b> All learners have a consistent high quality learning experience in identified pedagogical areas: LI/SC/Feedback/Questioning		
1.1, 1.3, 2.3, 2.4, 2.6, 3.2, 3.3	Attainment; Closing Gap	Learning Teaching and Assessment			
<b>Process</b>				<b>Progress Tracker</b>	
		<b>Strategic lead and key people</b>	<b>Timescale (Date)</b>	<b>Measures of Success (What is the impact of the improvements for learners?)</b>	<b>Review Date</b>
<b>1</b>	<p>What we are going to do? All staff engage in focused SHS Impact Story and Professional Development Programme incl. Coaching and Self Evaluation</p> <p>Develop use of Showbie to support AJ, HomeStudy and parental involvement</p> <p>Why we need to do it? Improve quality of LTA leading to improve outcomes for Learners</p>	<p>JB HT, AF DHT, VB DHT &amp; NDouglas Lead Teacher. All Staff; SLT; PTs</p>	<p>Ongoing-with Termly tracking points</p>	<p>Triangulated evidence will demonstrate consistent high quality pedagogy is experienced in all/almost all lessons</p> <p>-Whole School Tracker -Impact Story Evidence incl. direct Obs -Pupil Voice Activities -Faculty Support Weeks</p> <p>All staff gain confidence in coaching approaches through Trio engagement</p> <p>By end of Term 1, all staff using SHOWBIE to implement school approach to HomeStudy, AJ and parental involvement</p>	

2	<p>What we are going to do?</p> <p>Raise Attainment of targeted Groups Senior Phase incl. Stretch Aims through structured whole school leadership of PTs working together fortnightly to create ethos of ambition; track, monitor and intervene effectively</p> <p>Raise attainment in targeted groups BGE:</p> <p>By end of term 1, devise tracking, monitoring and reporting approach</p> <p>By end of Term 2- trial this approach</p> <p>By end of session- whole school approach ready for session 2024-25</p>	<p>Senior Phase: VB</p> <p>BGE:AF</p>		<p>Senior Phase</p> <p>-5@5 and 5@L5 Targets tbc</p> <p>-5@6 and 5@L6 Targets tbc</p> <p>-5Quals for all.</p> <p>BGE tbc</p>	
	<p>Why we need to do it?</p> <p>Raise Attainment/Close the Gap.</p>				

## Priority 2: Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)

<p>QI</p>	<p>NIF Priority</p>	<p>SBC Framework</p>	<p><b>Intended outcome:</b></p> <p>-By end of session, attendance will improve in line with targets</p>
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1.2; 2.2; 2.4; 2.5; 3.1	Health and Wellbeing; Attainment and Closing the Gap	Inclusion	-By end of session, all teachers are confident re Nurturing environment and all or almost all students report positive support for health and wellbeing		
<b>Process</b>				<b>Progress Tracker</b>	
		<b>Strategic lead and key people</b>	<b>Timescale (Date)</b>	<b>Measures of Success (What is the impact of the improvements for learners?)</b>	<b>Date Reviewed</b>
<b>1</b>	What we are going to do. ATTENDANCE- Set attendance Stretch Aim targets and targets for all year groups and sub groups eg Q1; and develop interventions for students below 90% attendance	LT DHT  VR-HSLW JBa- Incl&Eng	Ongoing- May 2024	By end of session, school attendance targets are achieved; by end of session individual attendance targets are achieved.  All teachers with PT support pro-actively carry out their responsibilities re attendance	
	Why we need to do it. Improve attendance leading to improved outcomes and attainment				
<b>2</b>	What we are going to do. Develop Positive Relationships Approach/Nurturing approaches- 2&5: Learning Environment as a Safe Base; Behaviour as Communication	LT DHT All Staff		Principal 2 training complete end of Nov; Principal 5 training complete end of Jan. By end of year, all staff are enacting approaches- (evidence through Pupil Voice/Faculty Support Weeks/Learning Visits).  All/Almost all students reporting positively on Learning Environment; range of measures indicate beneficial impact of staff enacting understanding of behaviour as communication eg no/type of referrals/incidents/pupil voice etc	
	Why we need to do it. Develop equity and inclusion for all in order to raise engagement, H&W and attainment				



**Ongoing Improvements 2023-24**

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
<b>1</b>	Achievement Journey: A digital record of progress for all students (Qualifications, Skills and Values incl. Wider Achievement)	CD and Pastoral Team RTL Teams	All students can readily demonstrate progress in Q/S/V and engagement in wider Ach in their AJ doc. AJ visual CV used in Parent Evenings/Course Choice discussions etc	Jan 2024
<b>2</b>	Family Involvement: develop improved communication for families and a co-authored universal and targeted programme of learning opportunities	LT/JB/CD	Structures and strategies in place, co-authored and understood by all stakeholders; Parental contributions demonstrable; impact of events surveyed etc	Ongoing
<b>3</b>	H&W: Track H&W through Glasgow Motivational Wellbeing tool/Shine etc	CD	-H&W evidence base for all pupils informing PIM interventions	Ongoing
<b>4</b>	PEF: triangulated evidence of PEF Interventions leading to Impact: Youth Worker; Partner Engagement; Music therapy; Community Mentoring Programme	LT; Pupil Support Team; all staff	Attainment; Engagement measures	May 2024
<b>5</b>	Leadership of Change at every Level	JB AF (Students)	Staff Impact stories at every level Students leading change at every level	May 2024
<b>6</b>	House System and participation/Pupil Leadership	AF/JB	House Captains achieving Leadership Award through development of Programme of House Events/Promotion/Celebration of success and recording of participation	May 2024

